

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Nerstrand Charter School (4055-07)

Date Submitted to the State 05/29/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Nerstrand Charter School (4055-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Nerstrand Charter School (4055-07)'s literacy goal(s) for the 2025-26 school year:

More than 75 percent of Kindergarten students will be ready for first grade by reading at a Fountas & Pinnell level D. More than 80 percent of students in grade 1 & 2 will be reading at the proficient level as measured by the BAS. Grade 1 is a Level J; Grade 2 is a Level M The school's proficiency rate is greater than 10 percentage points above the state average for grades 3 through 5. The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories in aReading will decrease by more than 10 percentage points between Fall to Spring. The overall percentage of students identified by FastBridge aReading as at the 'grade level benchmark' ("low risk"- "college pathway") will improve by more than 10 percentage points between Fall to Spring.

The following was implemented or changed to make progress towards the goal(s):

We used FASTbridge to screen students 3 times per year (fall, winter, spring). In addition, we used CAPTI to screen twice a year (fall & spring) for 4-5 graders for dyslexia. Based on those screeners, students who were not at benchmark were assigned an intervention. Teachers administered those interventions, as prescribed, weekly. Students were then progressed monitored every other week according to their intervention.

The following describes how Nerstrand Charter School (4055-07)'s current student performance differs from the literacy goal detailed in the READ Act:

The READ Act expects all students to be reading at grade level. Our data indicates we have some students not meeting this goal.

Nerstrand Charter School (4055-07)'s literacy goal(s) for the 2026-27 school year:

More than 75 percent of Kindergarten students will be ready for first grade by reading at a Fountas & Pinnell level D. More than 80 percent of students in grade 1 & 2 will be reading at the proficient level as measured by the BAS. Grade 1 is a Level J; Grade 2 is a Level M The school's proficiency rate is greater than 10 percentage points above the state average for grades 3 through 5 on the MCAs. The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories in aReading will decrease by more than 10 percentage points between Fall to Spring. The overall percentage of students identified by FastBridge aReading as at the 'grade level benchmark' ("low risk"- "college pathway") will improve by more than 10 percentage points between Fall to Spring.

Local Literacy Plan for Nerstrand Charter School (4055-07)

The Local Literacy Lead, Nicole Musolf, for Nerstrand Charter School (4055-07) has an FTE of .10

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The Literacy lead is involved in problem solve team meetings, data meetings and curriculum mapping.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Nerstrand Charter School (4055-07) Local Literacy Plan is posted on the district website at

<https://nerstrand.charter.k12.mn.us/annual-reports>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Nerstrand Charter School (4055-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Nerstrand Charter School (4055-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	Fountas & Pinnell
	Grade 1	Vendor Composites using vendor benchmarks	Fountas & Pinnell
	Grade 2	Vendor Composites using vendor benchmarks	Fountas & Pinnell
	Grade 3	Vendor Composites using vendor benchmarks	Fountas & Pinnell

The district or charter school conducted oral language screening in the 2025-26 school year?

Yes

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Nerstrand Charter School (4055-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	2 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	2 time per year	N/A CaptiReadBasix used as Step 1 & 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Nerstrand Charter School (4055-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Nerstrand Charter School (4055-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	21	12	21	14	21	15
1st	25	15	25	17	25	17
2nd	22	15	22	11	22	15
3rd	23	18	23	20	23	20

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Nerstrand Charter School (4055-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Nerstrand Charter School (4055-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	21	6
1st	25	8
2nd	3	CTSTR
3rd	1	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Nerstrand Charter School (4055-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Nerstrand Charter School (4055-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

For grades 2-3, we will use both accuracy and WPM to determine which students need the dyslexia screener. No changes will be made to K-1.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Nerstrand Charter School (4055-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	28	28	11	6	3	0
5th	10	10	1	CTSTR	CTSTR	0
6th	0	0	0	CTSTR	CTSTR	0
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Nerstrand Charter School (4055-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

FASTbridge determines the intervention based on the assessment the students take. We use that and then progress monitor accordingly. Our data comes from the progress monitoring and screening 3 times per year.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

The progress monitor is the same person. She is trained and does the same process with each child. Tier 1 instruction is meant to reach 85% of all students with excellent teaching practices - different modalities, choice, pre-teaching, strong background knowledge, etc.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

We are all elementary. Tier 2 would be an intervention prescribed by FAST based on the test scores. The kids are in small groups, taught by the teacher and based on the frequency FAST determines. If over several months, multiple interventions, a child is not making progress and closing the gap, we consider testing for SPED (Tier 3). Very few students get to this point because if interventions are done with fidelity student do show progress.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Other

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

This is determined by FAST based on the data given how they test. Every child's varies.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

If a child moves out of the red and into the green or blue, they exit their intervention. FAST will no longer say it is needed. If they are in SPED, they will need to no longer meet qualification.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Nerstrand Charter School (4055-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- Parent teacher conferences

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Nerstrand Charter School (4055-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
	Comprehensive	Grade 4	60
	Comprehensive	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

We selected the highly aligned EL Open Up, comprehensive curriculum and implemented it this year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

This year, we implemented the new curriculum. Over the next few years, we will continue make changes to best meet the needs of our students.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Nerstrand Charter School (4055-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
UFLI	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Nerstrand Charter School (4055-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$9,442

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$9,442

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Nerstrand Charter School (4055-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$3,914

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Nerstrand Charter School (4055-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

03/18/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Nerstrand Charter School (4055-07) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

05/09/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

We work with MDE to find a CORE Vendor to provide the training.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We have purchased UFLI and EL Open Up for staff to use. As a result, they are able to teach and collect data from their given curriculums.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We use FAST data, MCA data and F&P data to review to see how our reading curriculum is working and where we need to improve instruction. We are looking at more support in the area of dyslexia for the 26-27 school year.

The following changes in instructional practices have impacted students:

Teachers are more aware of reading instructional strategies. That awareness translates to greater academic achievement which we see in standardized tests scores throughout the year.

Nerstrand Charter School (4055-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

EL Open Up provides a lot of resources to ensure we are culturally responsive in both approach and access. The

Local Literacy Plan for Nerstrand Charter School (4055-07)

literature is rich in context so students are exposed to a variety of reading materials.

Nerstrand Charter School (4055-07) engaged with the Regional Literacy Network through the following:

- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We participated in almost 10 hours of professional development around EL Open UP.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	2	2	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	4	4	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	2	2	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Nerstrand Charter School (4055-07)

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	0	0	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

6

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Nerstrand Charter School (4055-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Nerstrand Charter School (4055-07) does not include a DLI Program